

## TYWLS Roadmap Table

Pillar	Year1	Year2	Year3
<b>Smart Use of Technology</b>	<ul style="list-style-type: none"> <li>• Add 2 CUNY technology interns</li> <li>• <b>Develop school portal</b></li> <li>• Establish MOUSE squad</li> <li>• Develop a Technology Plan including inventory system for current and new technology</li> <li>• Online class offering for, Health, Global History, Spanish 2 and Spanish 3</li> <li>• Professional development around ways to integrate technology into the classroom</li> <li>• iPads for teachers, or other hand-held access to student progress</li> <li>• SmartBoards in each room</li> <li>• Investigating e-portfolio options</li> <li>• Professional development around Desire2 Learn</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Begin blended learning courses like iSchool. Students will take "How to learn online" course</b></li> <li>• Desire2Learn (iLearnNYC platform) implementation for online courses and e-portfolio usage</li> <li>• Create a system to evaluate online courses and Desire2 Learn by students and faculty.</li> <li>• Identify a full time Tech. (instructional and support)</li> <li>• Strengthen and expand Mouse Squad</li> <li>• Continue to implement and develop the Technology Plan.</li> <li>• Add additional laptops, technology</li> <li>• Expand online course offerings</li> <li>• Expand blended learning options</li> <li>• Continue to evaluate on line courses and Desire2Learn by students and faculty</li> <li>• Development of technology-use to allow for individualized movement through the grades and/or subject areas</li> <li>• Develop in-house expertise around technology implementation and integration</li> <li>• Develop corporate partnerships (Prentice-Hall, Glencoe, etc.) to provide online learning experiences within portal</li> <li>• Develop in-house expertise around Desire to Learn</li> </ul>	<ul style="list-style-type: none"> <li>• -One-to-one student to laptop ratio</li> <li>• -Blended learning should be a part of every student's day</li> <li>• -MOUSE squad and technology staff have system in place to troubleshoot when needed</li> <li>• -Technology staff have system in place to provide continuing professional development</li> <li>• Increase the number of school participants Desire2Learn (iLearnNYC platform) implementation for online courses and e-portfolio usage</li> <li>• Implemnatation of technology-use to allow for individualized movement through the grades and/or subject areas</li> </ul>

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<b>Teacher as Designer</b>	<ul style="list-style-type: none"><li>• A group of teachers (across content areas) will attend Authentic Education training for curriculum design during Summer 2011</li><li>• Teachers will turnkey the AE training with the support of AE coach(es)</li><li>• During the fall, individual teachers will create twelve-week studios for all trimesters</li><li>• Create a school-wide practice for students and staff to evaluate the quality and rigor of Studios</li><li>• During the Summer 2012, a small group of teachers will create interdisciplinary challenge-based modules that will have clear end products and real-world applications. Students will be engaged in work that directly relates to college and/or work force skills.</li><li>• Teachers work in department/grade teams to create outlines of modules for fall 2012.</li><li>• Begin aligning studio classes with common core standards</li></ul>	<ul style="list-style-type: none"><li>• AE Trained teachers provide in-house PD and mentoring colleagues in a systemic format</li><li>• Continue to enhance and create quality Studios.</li><li>• Continue to evaluate the quality and rigor of Studios</li><li>• Studios and Modules launch Fall 2012</li><li>• Teachers will work in grade and department teams to evaluate, refine, or develop twelve-week studio classes created during year 1</li><li>• Continue aligning studio classes with common core standards</li><li>• <b>Begin reaching out to universities, businesses and non-profit organizations to develop end products</b></li></ul>	<ul style="list-style-type: none"><li>• <b>All TYWLS studio courses and some foundations courses</b> will be designed with authentic learning experiences as the goal, where there is a clear end product that has real-world applications. Courses will allow students to be engaged in work that directly relates to 21st Century/ globally competitive skills needed in college and/or careers. Technology will play an essential role in connecting with partner businesses and/or universities and developing end products with real-world applications, such as websites, musical compositions/scores, videos, etc.</li></ul> <p><b>*Year 4 - Authentic learning experiences will continue to be embedded within foundation courses</b></p>
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TYWLS Roadmap Table

<b>Curriculum Based Inquiry</b>	<ul style="list-style-type: none"><li>• Studios will be designed by all teachers during the summer and will be taught during year 1.</li><li>• All will develop curriculum maps aligned to the Common Core.</li><li>• Ten teachers will create curriculum maps aligned to the common core with authentic learning experiences.</li><li>• A small group of teachers will create interdisciplinary challenge-based modules that will have clear end products and real-world applications. Students will be engaged in work that directly relates to college and/or work force skills.</li><li>• We will begin to reach out and identify connections and partners (universities, businesses) to help us develop the real-world element to our course offerings.</li><li>• Develop a “Rigor Rubric” for planning and evaluating modules.</li><li>• Building Humanities foundation courses in Middle School to address Common Core Standards</li><li>• AE Trained Teachers will turnkey to Authentic Education Competencies.</li></ul>	<ul style="list-style-type: none"><li>• Begin to offer interdisciplinary courses that are technologically-infused real-world classes that yield clear end products.</li><li>• Finalizing partnerships and plan for year 3.</li><li>• Refining curriculum maps aligned to the Common Core.</li><li>• Two thirds of all teachers will create curriculum maps aligned to the common core with authentic learning experiences.</li><li>• First set of modules will be rolled out and evaluated using the “Rigor Rubric”.</li><li>• Second set of Modules are developed using the “Rigor Rubric”.</li><li>• Evaluate and improve Middles School Humanities program.</li><li>• Teachers will incorporate AE competencies into their courses.</li></ul>	<p>Nearly all TYWLS courses will be designed with authentic learning experiences as the goal, where there is a clear end product that has real-world applications. Courses will allow students to be engaged in work that directly relatesto 21st Century/globally competitive skills needed in college and/or careers. Technology will play an essential role in connecting with partner businesses and/or universities and developing end products with real-world applications, such as websites, musical compositions/scores, videos, etc.</p> <p><u>Managing partnerships....who</u> <u>Determine a mix of Studios and Modules</u> <u>Compentencies</u></p>
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<b>Personalized Education</b>	<ul style="list-style-type: none"><li>• Using available data we will create the initial learning profile of incoming students.</li><li>• All teachers develop classes that integrate common core standards for middle school students.</li><li>• All students will be given a choice of studios.</li><li>• Flex time will be built into the schedule for small group and/or individualized coaching. Teachers to meet daily with students for goal setting and progress toward mastering competencies.</li><li>• All teachers will be provided with Professional Development in which they are trained to coach/mentor/ collaborate with students in developing their personalized learning plans.</li></ul>	<ul style="list-style-type: none"><li>• -Non-core teachers, with the help of core teachers, will develop classes that integrate common core standards for high school students.</li><li>• -High school students will have choice as to which courses they will choose with the guidance of teacher/advisor.</li><li>• -High school students will meet on a semester basis to monitor their transcripts to ensure that basic course requirements are correct and there is a purpose for a student choosing a class.</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Each student has an evolving learning profile (levels/abilities on competencies/ skills, interests, preferred learning modalities, perceived post-graduation plans) of which they have an intimate knowledge.</li><li>• -This profile should be kept as part of the school’s online portal and change as students achieve and mature.</li><li>• -It should inform the school/student choices regarding coursework.</li><li>• -The advisor/counselor should meet with students on a weekly basis to check in on how the student is doing on meeting her competencies.</li><li>• -Each student will gain meta-cognition regarding her learning (eventually requiring less advisor direction).</li><li>•</li></ul>
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